

## SPARTANBURG 7 SCHOOL DISTRICT

610 DuPre Drive  
Spartanburg, SC 29307

**GRADES** PK-12

**ENROLLMENT** 8,314 Students

**SUPERINTENDENT** Dr. J. Lynn Batten 864-594-4400

**BOARD CHAIR** David W. Cecil, II 864-594-4400

**FISCAL AUTHORITY** District Board

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2004

**ABSOLUTE RATING:** **GOOD**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	11	10	1	0

**IMPROVEMENT RATING:** **EXCELLENT**

**ADEQUATE YEARLY PROGRESS:** **NO**

This district met 30 out of 33 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Average	N/A
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Good	Excellent	No

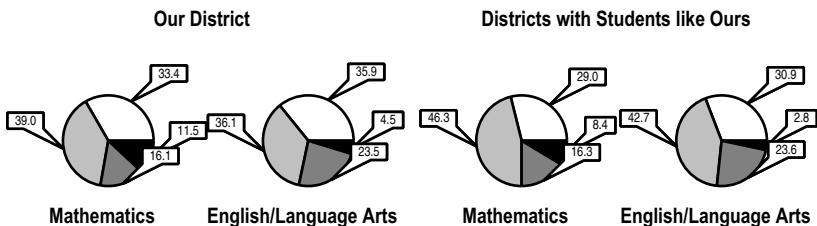
**DEFINITIONS OF DISTRICT RATING TERMS**





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

81.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our District</b>			<b>Districts with Students like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed both subtests</b>	78.3	N/A	N/A	73.8	N/A	N/A
<b>Passed 1 subtest</b>	11.5	N/A	N/A	13.9	N/A	N/A
<b>Passed no subtests</b>	10.2	N/A	N/A	12.3	N/A	N/A

**ELIGIBILITY FOR LIFE SCHOLARSHIP\***

<b>Percent of</b>	<b>Our District</b>	<b>Districts with Students like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	30.5	12.7
<b>Seniors who met the SAT/ACT requirement</b>	30.8	12.8
<b>Seniors who met the grade point average</b>	56.1	47.2

\*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	4,079	99.3	35.9	36.1	23.5	4.5	28.0
Gender							
Male	2,103	99.1	43.1	33.6	19.9	3.4	23.3
Female	1,976	99.5	28.3	38.8	27.3	5.6	32.9
Racial/Ethnic Group							
White	1,285	99.3	15.2	32.1	42.0	10.7	52.7
African-American	2,595	99.3	47.5	37.7	13.7	1.1	14.8
Asian/Pacific Islander	109	100.0	25.0	41.0	25.0	9.0	34.0
Hispanic	84	98.8	26.8	45.1	25.4	2.8	28.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	3,339	99.6	29.2	38.6	27.2	5.0	32.2
Disabled	740	98.2	67.2	24.5	6.2	2.2	8.3
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	4,079	99.3	35.9	36.1	23.5	4.5	28.0
English Proficiency							
Limited English Proficient	50	100.0	57.1	40.0	2.9	0.0	2.9
Non-Limited English Proficient	4,029	99.3	35.7	36.1	23.7	4.5	28.2
Socio-Economic Status							
Subsidized meals	2,771	99.2	47.3	37.8	13.4	1.4	14.9
Full-pay meals	1,307	99.7	13.5	32.8	43.2	10.5	53.7
Mathematics							
All Students	4,079	99.5	33.4	39.0	16.1	11.5	27.6
Gender							
Male	2,104	99.4	35.6	37.4	14.9	12.1	27.0
Female	1,975	99.7	31.1	40.7	17.4	10.8	28.2
Racial/Ethnic Group							
White	1,285	99.5	15.6	32.4	24.4	27.5	52.0
African-American	2,595	99.6	44.0	42.2	11.0	2.9	13.9
Asian/Pacific Islander	109	100.0	15.0	40.0	29.0	16.0	45.0
Hispanic	84	98.8	18.3	43.7	23.9	14.1	38.0
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	3,338	99.7	26.1	41.6	19.0	13.4	32.4
Disabled	741	98.7	67.5	27.0	2.8	2.8	5.5
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	4,079	99.5	33.4	39.0	16.1	11.5	27.6
English Proficiency							
Limited English Proficient	50	100.0	45.7	48.6	2.9	2.9	5.7
Non-Limited English Proficient	4,029	99.5	33.3	38.9	16.2	11.6	27.8
Socio-Economic Status							
Subsidized meals	2,771	99.5	43.2	41.9	11.3	3.6	14.9
Full-pay meals	1,307	99.7	14.1	33.4	25.6	26.9	52.5

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	655	100.0	26.4	38.1	31.2	4.3	35.6
	Grade 4	744	99.7	35.2	38.7	23.3	2.7	26.1
	Grade 5	722	99.6	44.0	35.8	19.0	1.2	20.3
	Grade 6	701	99.9	40.9	34.7	21.8	2.7	24.4
	Grade 7	736	96.9	36.6	42.0	18.9	2.5	21.4
	Grade 8	720	97.5	38.6	41.6	16.9	3.0	19.8
<b>2004</b>	Grade 3	604	99.3	25.9	26.0	39.8	8.3	48.1
	Grade 4	660	99.7	28.8	43.6	24.8	2.9	27.7
	Grade 5	727	99.9	38.8	39.8	20.1	1.3	21.3
	Grade 6	692	99.9	44.0	31.9	19.9	4.2	24.2
	Grade 7	715	99.0	40.1	39.9	17.0	2.9	20.0
	Grade 8	686	98.3	39.7	38.3	17.2	4.8	21.9

<b>Mathematics</b>								
<b>2003</b>	Grade 3	655	100.0	21.9	45.4	19.7	13.0	32.7
	Grade 4	744	99.9	30.1	42.4	15.3	12.2	27.5
	Grade 5	722	100.0	32.0	41.8	17.3	8.8	26.2
	Grade 6	701	100.0	30.0	38.0	17.8	14.2	32.0
	Grade 7	736	99.3	38.7	34.2	16.0	11.0	27.1
	Grade 8	720	99.0	42.0	40.9	12.1	5.0	17.1
<b>2004</b>	Grade 3	604	99.5	28.4	44.0	18.0	9.5	27.6
	Grade 4	660	99.9	28.9	44.1	16.2	10.8	27.0
	Grade 5	727	99.9	32.6	41.2	14.2	12.1	26.3
	Grade 6	692	99.9	28.2	38.5	21.0	12.2	33.2
	Grade 7	715	99.4	36.8	36.2	15.4	11.6	27.0
	Grade 8	686	98.7	47.0	34.8	10.1	8.2	18.3

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

These schools will be reported in a separate document.

**DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	571	96.8	16.3	26.0	30.2	27.5	57.7
Gender							
Male	287	95.5	20.7	24.8	28.1	26.3	54.4
Female	284	98.2	11.9	27.1	32.3	28.6	61.0
Racial/Ethnic Group							
White	236	98.7	5.2	13.0	29.9	51.9	81.8
African-American	312	95.2	25.8	35.9	30.0	8.4	38.3
Asian/Pacific Islander	12	100.0	8.3	41.7	33.3	16.7	50.0
Hispanic	10	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	490	98.2	10.6	26.3	32.8	30.3	63.1
Disabled	81	88.9	56.7	23.9	11.9	7.5	19.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	571	96.8	16.3	26.0	33.8	27.5	57.7
English Proficiency							
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	565	97.0	16.3	25.8	30.3	27.5	57.9
Socio-Economic Status							
Subsidized meals	309	96.1	26.1	36.1	29.2	8.6	37.8
Full-pay meals	262	97.7	4.8	14.1	31.5	49.6	81.0

Mathematics							
All Students	571	96.3	13.6	26.5	33.8	26.1	59.9
Gender							
Male	287	94.8	15.3	23.5	36.2	25.0	61.2
Female	284	97.9	11.9	29.5	31.3	27.2	58.6
Racial/Ethnic Group							
White	236	98.7	5.6	12.1	35.9	46.3	82.3
African-American	312	94.2	20.8	39.1	29.9	10.2	40.1
Asian/Pacific Islander	12	100.0	8.3	8.3	66.7	16.7	83.3
Hispanic	10	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	490	98.0	8.1	27.0	36.3	28.7	65.0
Disabled	81	86.4	53.8	23.1	15.4	7.7	23.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	571	96.3	13.6	26.5	33.8	26.1	59.9
English Proficiency							
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	565	96.5	13.7	26.2	33.7	26.4	60.1
Socio-Economic Status							
Subsidized meals	309	95.5	20.4	38.1	30.4	11.1	41.5
Full-pay meals	262	97.3	5.7	13.0	37.7	43.7	81.4

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	402	98.3%	367	30.5%	418	85.6%	N/A
<b>Gender</b>							
Male	198	98.0%	183	30.6%	194	83.0%	
Female	204	98.5%	184	30.4%	224	87.9%	
<b>Racial/Ethnic Group</b>							
White	206	100.0%	187	54.5%	225	93.3%	
African American	179	96.6%	163	4.3%	176	75.6%	
Asian/Pacific Islander	10	100.0%	11	18.2%	11	90.9%	
Hispanic	7	85.7%	5	20.0%	6	83.3%	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
<b>Disability Status</b>							
Not disabled	382	98.4%	355	31.5%	380	91.3%	
Disabilities other than speech	20	95.0%	12	0.0%	38	28.9%	
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	402	98.3%	367	30.5%	N/A	N/A	
<b>English Proficiency</b>							
Limited English proficient	2	I/S	3	I/S	4	I/S	
Non-LEP	399	98.2%	364	30.8%	413	85.7%	
<b>Socio-Economic Status</b>							
Subsidized meals	113	94.7%	63	4.8%	113	67.3%	
Full-pay meals	289	99.7%	304	35.9%	305	92.5%	

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**EXAM PASSAGE RATE BY SPRING 2004**

	Our District	Districts with Students like Ours
Percent	98.3%	94.4%

**GRADUATION RATE**

	Our District	Districts with Students like Ours
Number of Students	418	360
Number of Diplomas	358	271
Rate	85.6%	75.3%

**2003-04 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	493	500	512	516	1005	1016
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	18.8	19.8	20.1	20.0	20.0	20.3	19.1	19.3	19.7	19.9
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 8,314)				
First graders who attended full-day kindergarten	94.1%	N/C	98.0%	97.2%
Retention rate	4.4%	Up from 4.0%	5.4%	5.3%
Attendance rate	94.3%	Down from 94.4%	96.1%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.2%		6.0%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	4.8%		5.4%	5.1%
Eligible for gifted and talented	21.9%	Down from 23.2%	10.6%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.5%	Up from 13.4%	12.3%	10.9%
Older than usual for grade	3.5%	Up from 3.3%	5.1%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 1.0%	0.9%	1.1%
Enrolled in AP/IB programs	24.0%	Down from 26.2%	10.4%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	592	Up from 385	121	157
Completions in adult education GED or diploma programs	126	Up from 92	34	39
Annual dropout rate	2.6%	Down from 3.4%	2.9%	2.9%
Teachers (n= 701)				
Teachers with advanced degrees	64.8%	Up from 64.0%	48.6%	50.0%
Continuing contract teachers	88.0%	Down from 90.2%	86.0%	84.6%
Highly qualified teachers**	92.5%	N/A	92.5%	92.5%
Teachers with emergency or provisional certificates	2.0%		4.4%	4.4%
Teachers returning from previous year	91.8%	Up from 91.1%	88.5%	89.9%
Teacher attendance rate	94.6%	Down from 95.0%	94.7%	94.7%
Average teacher salary	\$44,458	Up 3.0%	\$39,408	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.5%	0.3%
Prof. development days/teacher	11.8 days	Down from 12.0 days	12.3 days	12.0 days
District				
Superintendent's years at district	1.0	No change	3.0	3.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 19.1 to 1	20.5 to 1	21.0 to 1
Prime instructional time	87.4%	Down from 88.0%	89.6%	89.5%
Dollars spent per pupil*	\$8,344	Up 4.1%	\$7,084	\$7,217
Percent of expenditures for teacher salaries*	57.7%	Down from 58.6%	55.8%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	87.0%	Up from 81.3%	95.2%	97.3%
Number of schools	14	No change	10	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	0.0%	Down from 0.9%	2.9%	4.3%
Average age in years of school facilities	22	Up from 21	26	26
Number of schools with SACS accreditation	13	Down from 14	9	8
Average administrator salary	\$69,986		\$65,235	\$67,300

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.8%	92.0%
Highly qualified teachers in high poverty schools**	89.4%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	No

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**SCHOOL DISTRICT GOVERNANCE**

<b>Board Membership</b>	9 trustees elected to single-member seats
<b>Fiscal Authority</b>	District Board
<b>Average Number of Hours of Training Annually</b>	27.0 per board member
<b>Percent new trustees completing orientation</b>	N/A

**DISTRICT SUPERINTENDENT'S REPORT**

Spartanburg County School District 7 has put in place a systemwide approach to improving instruction and student achievement. Through a collaborative process, this district has developed a conceptual framework for teaching and learning that focuses on best practices and research-based decision-making. The student is the focal point of the conceptual framework. As teachers plan for instruction of units and lessons, they consider the varied needs of students in the classrooms. A variety of needs are considered such as learning styles, developmental levels, ability levels, and interests of students. Teachers use the vital information about students to plan instruction for the entire class, small groups, and individuals. Differentiation of instruction, curriculum, and assessment strategies are considered on an ongoing basis as needed.

The curriculum for each grade level and subject is comprehensive and is designed to provide opportunities to learn content and processes unique to each discipline and connections to other disciplines. Curriculum standards are aligned to units of study to ensure that all standards are taught, reviewed, and applied by students within the context of the units. We are developing districtwide curricula that connect to state standards, are coherent across grade levels, and provide teachers with clear expectations about what to teach.

Utilizing the conceptual framework, teachers plan and deliver instruction in a variety of ways to actually engage students. Utilizing methods that address the needs of auditory, visual, tactile, and kinesthetic learners, teachers are trained in best practices and apply those strategies in their classrooms.

Teachers utilize ongoing, formative assessments to guide their decision-making related to instruction. Summative assessment is also provided to assess units, chapters, or an expanded body of knowledge. Our efforts must move carefully to align student needs, curriculum, instruction, and assessment with state standards to ensure the success of all students and close the achievement gap.

Other foundational components implemented by District 7 in 2003-04 to sustain improved student achievement and close the achievement gap include the following:

- a new approach to professional development that involves a coherent and organized set of strategies to improve instruction; a strengthened evaluation process for administrators to hold schools more accountable for results and to monitor student progress more closely; and the district-developed budget process that evaluated all programs and human resources allocated, resulting in more financial resources going to effective instructional programs and practices.

In conclusion, District 7 has developed and is implementing research-based components that will result in long-term and continuous improvement in achievement for all students. Our annual district report card should reflect this laser-like focus on improving student achievement.

Dr. J. Lynn Batten, Superintendent